



PALMETTO ELEMENTARY

1 Roberts Blvd.
Williamston, SC 29697

Grades	PK-5 Elementary School	
Enrollment	694 Students	
Principal	Amy Cothran	864-847-5442
Superintendent	Dr. R. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Good	Average
2008	Good	At-Risk
2007	Good	Below Average
2006	Good	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

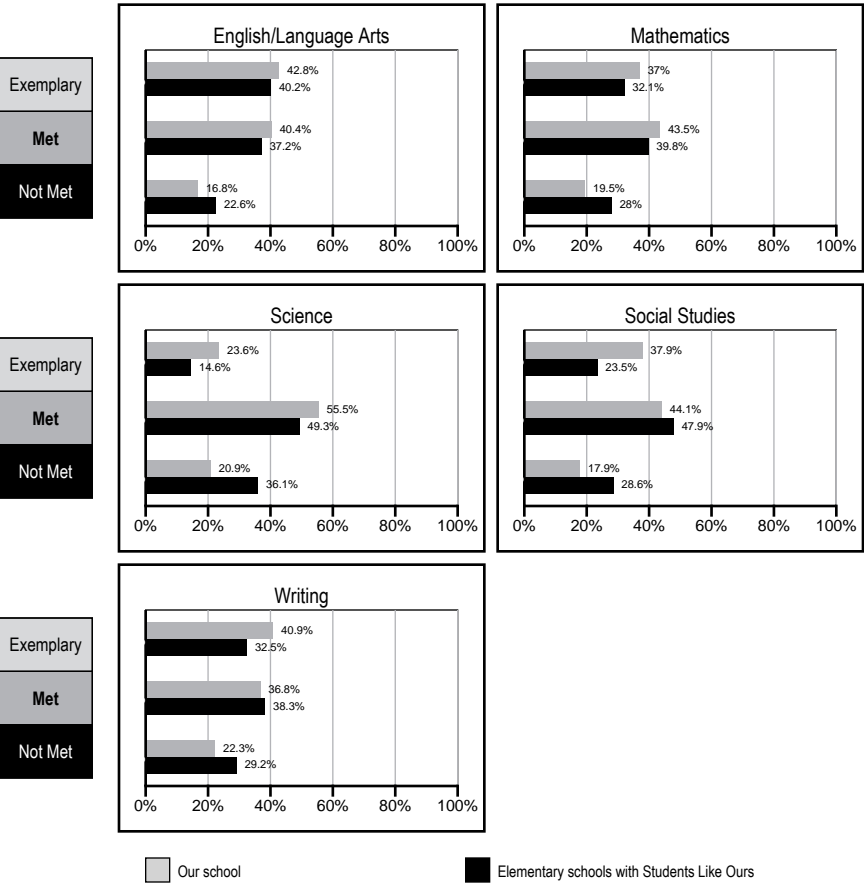
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	25	88	2	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=694)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 3.4%	1.2%	1.2%
Attendance rate	96.6%	Down from 96.7%	95.9%	96.1%
Eligible for gifted and talented	9.0%	Up from 7.2%	11.8%	11.7%
With disabilities other than speech	9.1%	Up from 7.2%	8.5%	8.0%
Older than usual for grade	0.6%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	63.0%	Down from 66.0%	59.8%	60.5%
Continuing contract teachers	82.6%	Down from 83.0%	86.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.5%	Down from 93.1%	88.9%	87.0%
Teacher attendance rate	92.4%	Down from 93.6%	95.5%	95.4%
Average teacher salary*	\$46,248	Up 1.5%	\$47,211	\$47,288
Professional development days/teacher	6.8 days	Down from 13.0 days	10.2 days	10.5 days
School				
Principal's years at school	1.0	Down from 15.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 15.0 to 1	19.2 to 1	19.2 to 1
Prime instructional time	88.8%	Down from 89.6%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.3%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,269	Up 1.0%	\$7,479	\$7,548
Percent of expenditures for instruction**	73.7%	Up from 72.5%	67.4%	68.7%
Percent of expenditures for teacher salaries**	69.7%	Up from 67.1%	63.8%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Palmetto Elementary and Preschool had a wonderful year focusing on providing a positive learning environment for all students. The mission of Palmetto Elementary is to develop well-rounded students by providing diverse and challenging educational experiences which utilize business partners, community, faculty, parents, and students to nurture student differences while promoting a lifelong love of learning. Palmetto Elementary faculty and staff have consistently maintained high standards for all students throughout the years. Improving student success is our number one goal. Our school has a transient population, which is a challenge we face each year. Palmetto Elementary faculty and staff do a great job of welcoming new and returning students in order to quickly determine their needs for learning and to provide enrichment opportunities to promote a lifelong love of learning. Palmetto Elementary is a Title I school with the most diverse student body in Anderson School District One.

This year our incredible PTO worked very diligently to provide an activity each month for students and parents to enjoy together. The goal of our PTO was to promote and encourage involvement in Palmetto Elementary. The activities included open house, skating nights, movie nights, Fall Carnival, Spring Fling, Cookies with Santa, and two clean-up days. Each event was very well supported and appreciated by our students, parents, and faculty. The funds collected this year through our fundraisers and Box Tops for Education have been used for classroom instructional supplies and school beautification. The PTO's efforts are tireless and a wonderful model for our students.

Our students and staff continued their emphasis on reading by promoting the Accelerated Reader program and implementing guided reading in kindergarten through second grade. Students at Palmetto Elementary take great pride in receiving a trophy for gaining 100 or more points each year. An Accelerated Reader celebration was held each quarter to highlight the accomplishments of students. The implementation of guided reading is also proving to be successful according to MAP data results.

Palmetto Elementary has had many accomplishments including: The 2009 PASS scores showed that we met AYP in 21 of 21 areas, provided ELA night and math night for parents, Family Reading nights two days each week, conferences were held with 100% of all parents, Clemson University provided student tutors, the afterschool program tutored and provided enrichment for 45 students, students and staff participate in the community recycling program, Pennies for Patients for the Leukemia Society of America, Schoolwide Pony Express mail system, Beta Club, Student Council, Drama Club, Palmetto singers, safety patrols, and Recorder Choir, and numerous volunteers spent countless hours serving our school.

Amy W. Cothran, Principal
Lana Pack, SIC Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	46	95	63
Percent satisfied with learning environment	91.1%	84.2%	87.3%
Percent satisfied with social and physical environment	97.8%	75.5%	85.5%
Percent satisfied with school-home relations	95.7%	83.9%	85.5%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	311	99.4	17.2	40.2	42.6	92.2	91.7	83.5	Yes	Yes
Gender										
Male	179	98.9	20	37.1	42.9	93.5	89.9	80.1	N/A	N/A
Female	132	100	13.5	44.4	42.1	90.5	93.6	87	N/A	N/A
Racial/Ethnic Group										
White	226	99.1	15.1	40.6	44.3	93.2	92.6	89.6	Yes	Yes
African American	45	100	28.6	35.7	35.7	85.7	83.5	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97.1	92.7	I/S	I/S
Hispanic	37	100	18.2	42.4	39.4	93.9	87.7	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	85	85.1	I/S	I/S
Disability Status										
Disabled	48	100	44.4	37.8	17.8	73.3	67.5	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	18.2	45.5	36.4	93.9	89.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	208	100	19.7	48	32.3	90.9	86	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	311	99.4	19.9	43.6	36.5	87.2	89	80.4	Yes	Yes
Gender										
Male	179	98.9	21.2	37.1	41.8	87.6	88.4	78.4	N/A	N/A
Female	132	100	18.3	52.4	29.4	86.5	89.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	226	99.1	18.7	42.9	38.4	88.1	89.8	87.8	Yes	Yes
African American	45	100	33.3	38.1	28.6	78.6	80.5	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.3	93.5	I/S	I/S
Hispanic	37	100	12.1	54.5	33.3	90.9	87.6	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80	83.2	I/S	I/S
Disability Status										
Disabled	48	100	51.1	31.1	17.8	60	57.8	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	12.1	57.6	30.3	90.9	89.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	208	100	22.7	47	30.3	85.9	83	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
--	----------------------------------	----------	-----------	-------	-------------	------------------------------	--------------------------------	-----------------------------

Science

All Students	203	99	20.8	55.7	23.4	79.2	84.6	67.3
Gender								
Male	118	99.2	17	53.6	29.5	83	85	66.9
Female	85	98.8	26.3	58.8	15	73.8	84.2	67.7
Racial/Ethnic Group								
White	148	98.7	17.4	56.3	26.4	82.6	86.1	79.6
African American	31	100	42.9	42.9	14.3	57.1	70.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	21	100	16.7	72.2	11.1	83.3	81.4	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.9	69.5
Disability Status								
Disabled	35	94.3	32.3	45.2	22.6	67.7	55.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	18	100	22.2	61.1	16.7	77.8	78.8	58.6
Socio-Economic Status								
Subsidized meals	131	100	27.6	54.5	17.9	72.4	76	55.4

Social Studies

All Students	205	100	18.3	44.2	37.6	81.7	83	70.9
Gender								
Male	121	100	18.8	40.2	41	81.2	82.9	70.1
Female	84	100	17.5	50	32.5	82.5	83.1	71.7
Racial/Ethnic Group								
White	147	100	17.5	43.4	39.2	82.5	83.9	79.2
African American	28	100	25.9	48.1	25.9	74.1	74.1	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.3	86.8
Hispanic	27	100	12	48	40	88	81.3	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78.6	71.2
Disability Status								
Disabled	32	100	45.2	45.2	9.7	54.8	50.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	27	100	19.2	46.2	34.6	80.8	78.7	68
Socio-Economic Status								
Subsidized meals	140	100	23	49.6	27.4	77	73.7	60.8

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	315	98.4	22.3	36.8	40.9	77.7	82.8	72.1	96.6	96.2
Gender										
Male	181	98.3	25.3	34.7	40	74.7	76.6	65.2	96.5	96.2
Female	134	98.5	18.3	39.7	42.1	81.7	89.5	79.2	96.7	96.2
Racial/Ethnic Group										
White	229	97.8	20.6	38.5	40.8	79.4	84.2	80.8	96.4	96.1
African American	45	100	33.3	33.3	33.3	66.7	71.3	59.7	97.4	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.4	87	99.9	97.8
Hispanic	38	100	20.6	32.4	47.1	79.4	73.7	64.6	96.9	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.4	73.4	96.2	94.7
Disability Status										
Disabled	51	90.2	51.2	25.6	23.3	48.8	40.5	27.7	96.6	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	35	100	23.5	35.3	41.2	76.5	75	63.7	97	96.7
Socio-Economic Status										
Subsidized meals	213	99.1	27	37.5	35.5	73	73.6	61.9	96.3	95.4

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	87	100	13.4	30.5	56.1	86.6
	4	108	100	10.6	50	39.4	89.4
	5	105	100	15.3	42.9	41.8	84.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	101	99	18.8	29.2	52.1	81.3
	4	100	99	14.7	45.3	40	85.3
	5	110	100	18.1	45.7	36.2	81.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	87	100	24.4	40.2	35.4	75.6
	4	108	100	19.1	51.1	29.8	80.9
	5	105	100	23.5	48	28.6	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	101	99	24	34.4	41.7	76
	4	100	99	12.6	50.5	36.8	87.4
	5	110	100	22.9	45.7	31.4	77.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	44	97.7	11.9	42.9	45.2	88.1
	4	108	100	24.5	58.5	17	75.5
	5	53	100	29.2	54.2	16.7	70.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	49	98	28.3	43.5	28.3	71.7
	4	99	100	11.6	64.2	24.2	88.4
	5	55	98.2	31.4	51	17.6	68.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	43	100	10	45	45	90
	4	108	100	7.4	48.9	43.6	92.6
	5	53	100	23.5	47.1	29.4	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	51	100	22.4	36.7	40.8	77.6
	4	99	100	10.5	51.6	37.9	89.5
	5	55	100	28.3	37.7	34	71.7
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	91	98.9	27.1	31.8	41.2	72.9
	4	106	99.1	20.2	46.8	33	79.8
	5	104	98.1	21.6	40.2	38.1	78.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	101	99	19.8	30.2	50	80.2
	4	102	99	16.7	42.7	40.6	83.3
	5	112	97.3	29.8	37.5	32.7	70.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample